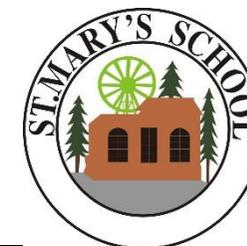


# Pupil premium strategy statement



1. Summary information					
School	St Mary's Church of England Primary School and Nursery, Writhlington, Old Road, Writhlington, Radstock BA3 3NG				
Academic Year	2019-2020	Total PP budget	£69,960	Date of most recent PP Review	July 2019
Total number of pupils	146	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Sept 2020
<b>Principles</b>					
<ul style="list-style-type: none"> <li>We ensure that good teaching and <b>learning</b> opportunities meet the needs of all pupils. Focused, structured teaching consolidates and builds on prior learning. Our aim is to enable all children to engage successfully in whole-class teaching.</li> <li>Barriers to learning we experience include limited access to language, poor literacy levels, low aspirations and expectations, and narrow experience of life outside school</li> <li>We ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We aim to raise their aspirations through full engagement in school and all the opportunities on offer, enabling them to <i>keep up</i> rather than <i>catch up</i></li> <li>In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals / Pupil Premium will necessarily be socially disadvantaged. Likewise, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. We therefore reserve the right to allocate the funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, and those in care</li> <li>Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving Free School Meals / Pupil Premium will be in receipt of Pupil Premium interventions at one time. We actively encourage eligible parents to register for Free School Meals</li> <li>We are aiming for accelerated progress, including elements such as parents' engagement with their children's education and the school, increasing opportunities, broadening their experiences</li> <li>We have focused on offering a welcoming school environment to improve our engagement with parents: reception area, inviting posters, good news newsletters / texts, parent workshops &amp; questionnaires.</li> </ul>					

	<i>Pupils eligible for PP (National Average)</i>	<i>Pupils eligible for PP 2018-2019</i>	<i>Pupils not eligible for PP</i>	<i>Pupils Eligible for PP with no SEND</i>	<i>Pupils Eligible for PP with SEND</i>
		10 pupils 48%	11 pupils 52%	7 pupils	3 pupils
% achieving in reading, writing and maths	65%	30%	55%	43%	0%
Progress in reading	0.32	-7.03 (-2.72 School)	1.21		
Progress in writing	0.27	-1.18 (0.72 School)	-0.31		
Progress in maths	0.37	-3.00 (-1.28 School)	0.28		

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Children enter the reception year with below par language and social skills. The EYFS profile shows particular weaknesses in Listening and Attention, Managing Feelings and Behaviours, Literacy and Mathematics <i>Source: EYFS profile data</i>	
<b>B.</b>	Poor progress and attainment in reading and oral language skills. A number of pupils in the PP cohort have a limited vocabulary compared to their peers. This prevents them from reading fluently by the end of KS2. <i>Source: Ofsted 2019, Outcomes in reading over the past 3 years</i>	
<b>C.</b>	Some of our children Lack of resilience. This means they do not always manage their feelings well or think of different ways to tackle challenges. They often lack the language of learning so cannot explain their thought processes and talk about what they are learning. <i>Source: Ofsted 2019</i>	
<b>External barriers</b>		
<b>D.</b>	In 2018/2019, attendance rates for pupils eligible for PP were below national	
<b>E.</b>	Some children do not have access to learning support at home, for example, access to books/support for reading and vocabulary development. Some children have limited exposure to wider educational experiences that broaden their horizons.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The youngest disadvantaged pupils in our school will be able to attain age-related expectations in Listening and Attention, Managing Feelings and Behaviours and Literacy and Mathematics, unless they have a specific special educational need. This will be measured through Phase 1 and Phase 2 Phonic assessments and Development Matters throughout the academic year, and through weekly Learning Steps.	Pupils eligible for EYPP attending the full amount of 30 funded hours in the nursery will meet age-related expectations at the end of Nursery in Listening and Attention, Managing Feelings and Behaviours, Literacy and Mathematics.
<b>B.</b>	Disadvantaged children in both KS1 and KS2 will develop rich oral language and reading skills. This will be measured through end of topic assessments and knowledge organisers, pupil voice questionnaires, and curriculum assessments throughout the year.	Pupils who are eligible for Pupil Premium, who are not meeting expected standards will make accelerated progress (using the assessment tool INSIGHT) to ensure that they 'catch up' to age-related expected levels by the end of the academic year. In line with national average.
<b>C.</b>	Children will have developed their confidence and resilience, and a broad range of extra-curricular skills, such as performing on stage at the Forum in Bath. The impact of these will be measured through pupil and parent/carer questionnaires.	100% of pupil premium children will attend an extra-curricular club each term to be monitored by Class teachers.

<b>D.</b>	Children in receipt of pupil premium will have improved attendance, particularly those who are persistently absent from school.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with non-pupil premium pupils.
<b>E.</b>	Children's learning will be supported at home so that knowledge and understanding is consolidated at home, particularly with reading. This will be measured by close monitoring of reading records, registers when parents/carers are invited into school and parent/carer questionnaires.	Pupils in receipt of pupil premium will be supported at home, particularly with reading. 100% of parents/carers of pupil premium children to attend parent/teacher consultations and invitations to in-school learning.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/2020</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved outcomes for children in the Nursery	Staff training and support, provided by the Early Years Service on outdoor play and learning to support the development of engagement and vocabulary	The EEF Teaching and Learning Toolkit states that early years interventions, although costly, can make an additional 5 months of progress. Outdoor learning for our youngest children will have elements of 'outdoor adventure learning', which creates an environment for metacognition and self-regulation, which the EEF tool states can increase progress by 7 months. Oral language will also be developed through the introduction of more outdoor-based learning which can add 5 months of progress	Contact sessions and reports provided by the Local Authority with targeted areas for development. Regular observations and monitoring (3 x yearly) by the Early Years Lead using the SSTEW scales for assessment of the quality of engagement and interactions to extend learning and development. Communications with parents/carers regarding the introduction of more outdoor play sessions in the afternoons with a clear rationale of developing children's engagement and vocabulary. Monitoring of disadvantaged pupil's progress using INSIGHT	Deputy Head Teacher	July 2020
A. Improved resources in the Nursery and higher engagement in learning opportunities	Refine activities and resources in the nursery to promote engagement – using skill-levelled indicators	Ofsted (2013) notes the importance of ensuring all day-to-day teaching meets the needs of each learner. In the early years, the learning environment and its resources are crucial to supporting children's development and these need to be refined to create more engaging and high value learning opportunities, supported by the adults through high quality interactions.	Continuous provision and learning resources to be categorised by 'skill level' – clearly matched to children's development. New resources purchased. Weekly planning meetings to review planning and activities by nursery lead	Deputy Head Teacher	July 2020

B. Increased vocabulary and oral skills	Strategically planning a 'vocabulary rich' curriculum across the school – use of 'knowledge organisers' and sharing with parents	The EEF tool advises that oral language interventions (including targeted reading and book discussion) add 5 months of progress to learners. Research consistently shows a positive impact on learning. Planning key vocabulary across the school throughout the curriculum will ensure that children can access all areas of the curriculum and wider access to knowledge.	Staff meetings and collaborative work on the curriculum across the school, involving all staff. End of term assessments/quizzes/presentations on specific vocabulary taught.	Head Teacher	July 2020
B. Improved outcomes In reading and reading comprehension	Reading planning refined with emphasis on comprehension and discussion. Specific timetabled reading sessions for children not meeting expected levels in reading	The EEF toolkit advises that reading comprehension strategies can add 6 months of progress to children's learning	Staff meetings, learning walks and observations. Reading lead to purchase new books to ensure they match the children's phonic ability	Reading Lead	July 2020
B. Quality teaching for all – lesson observations	Maintaining small class sizes. Deputy Head Teacher role as NQT mentor, and lead of teaching and learning across the school	Reducing class sizes has an impact of +3 months of progress. The EEF states 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils'. Ofsted (2013) stresses 'the importance of ensuring that all day to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good'.	Monitoring of school performance. Staff Appraisals Lesson observations	Head Teacher and Deputy Head Teacher	July 2020
<b>Total budgeted cost</b>					£25,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Accelerated progress in reading for children not meeting age-related expectations. Phonic screen pass score in line or better than national average for year 1 pupils.	Booster reading sessions with Teaching Assistants and Teachers	EEF states that 'there is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes'.	Tracking on INSIGHT. Recording of booster reading sessions and evaluations of impact Training and monitoring of TAs to ensure sessions are high quality and adding value to children's vocabulary and reading assessments. Phonic assessment score tracking.	Reading Lead	July 2020
A, B, E Rapid progress towards individual learning targets	Monitoring of interventions, including those with SEND and My Plans	Ofsted (2013) indicates that successful schools 'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked'. We have already begun to track intervention impact more regularly and responsively and reporting this to Governors for more robust analysis.	Tracking on INSIGHT. Intervention formats uniform across each year group and analysed regularly (staff training).	SENDCo	July 2020
					£27,000

<b>111. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A & B Children in receipt of PP will achieve the same standard as non-PP children in reading, writing and maths	Termly tracking of progress and attainment in reading writing and maths for children in receipt of pupil premium and plan responsively to meet their needs	Ofsted (2013) advises that schools that 'thoroughly analysed which pupils were underachieving, particularly in English and mathematics' are successful in raising attainment for children in receipt of pupil premium	Allocated staff meeting time Monitoring using a whole school cohort overview, shared with all staff	Deputy Head Teacher	July 2020
C. Improved resilience and motivation and higher rates of PP children participating in extra-curricular activities	Monitoring attendance of extra-curricular activities, such as after school clubs – targeting children in receipt of pupil premium	Explicitly extending school time can add 2 months of progress. The EEF states that 'There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress'. We have a range of after school clubs available, including football club and dance umbrella, giving access to experiences outside of the school, broadening aspirations (such as performing at the Forum in Bath). Furthermore the EEF states, 'In addition to providing academic support, some school programmes aim to provide stimulating ...activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement.'	Children in receipt of pupil premium prioritised for attendance at after school clubs. Clear policy on pupil premium funded contributions (50%) communicated to all staff. Attendance and impact monitored on class monitoring and cohort overview. Parent and child questionnaires regarding provision	Deputy Head Teacher	July 2020
D. Improved attendance of children in receipt of pupil premium	Implementing a clear strategy on persistent absenteeism.	Children who attend less sessions than their peers will not benefit from quality teaching and learning opportunities – we cannot improve attainment if children are not attending school. The DfE (2012) states that 'without the opportunity to receive good teaching, every day, from the start of their school career, their most	There will be a clear monitoring and strategy for persistent absenteeism New policy with clear intervention strategy with support from CMES Officer Regularly meet with children who are not meeting the school's attendance thresholds	Head Teacher	July 2020

		deprived pupils are unlikely to narrow the gap with their peers’.			
A, B, E. Improved engagement and support from parents to support learning at home and increased oral literacy levels of children in receipt of pupil premium across the school	Structured conversations with those parents who are not recording in reading records or attending parent/teacher consultations. REAL and REAM interventions targeted at children in receipt of pupil premium. Regular invitations into school to curriculum events and presentations	The EEF states that this can make 3 months’ progress. Attendance of parents and their input at events such as class assemblies and presentations have steadily increased over the last few years, particularly in the early years, this will be rolled out across the school, with families in receipt of pupil premium targeted as a priority. The school has implemented REAL and REAM interventions to engage parents with learning at home, but this has so far been a ‘whole cohort’ approach. This academic year, we will focus on implementing this with those in receipt of pupil premium who are not meeting age-related expectations. The REAL project has been directly funded by the EEF and their review of evidence is due in 2021.	Parent feedback questionnaires Recording and tracking of parental attendance Tracking on INSIGHT and REAL framework. Tracking of parental attendance at REAL events and ‘take up’ of book borrowing from the book exchange.	Deputy Head Teacher	July 2020
<b>Total budgeted cost</b>					£18,000

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved outcomes for children in the Nursery	Staff training and support, provided by the Early Years Service on outdoor play and learning to support the development of engagement and vocabulary	100% of children who were in receipt of EYPP and attended for 30 hours met age-related expectations, at the March 2020 assessment point (no assessment point in June due to school closures).	Phonic assessments will continue to be tracked and introduce Insight Tracking in 2020-2021. Vocabulary will continue to be added to planning and attainment and progress tracked. Key vocabulary is also shared with parents/carers to engage parents in the learning journey.	£3,500
A. Improved resources in the Nursery and higher engagement in learning opportunities	Refine activities and resources in the nursery to promote engagement - using skill-levelled indicators	100% of children who were in receipt of EYPP and attended for 30 hours met age-related expectations in March.	Planning has been reviewed and new formats introduced. 'Table top' activities are planned to encourage learning and development in the specific areas; particularly literacy and maths with activities reflecting cohort and individual needs. Data drops happen 4 x yearly so progress and attainment is closely monitored in the specific areas. All children have made progress, and those that have not, have an identified SEND need and/or EHCP. In addition, children stopped having face to face contact due to school closures in March. The formats will remain and 'table top' activities will continue to be planned in around Literacy and Mathematics. Impact will be monitored this year (as the full cycle could not be monitored due to Covid-19).	£1,050
B. Increased vocabulary and oral skills	Strategically planning a 'vocabulary rich' curriculum across the school - use of 'knowledge organisers' and sharing with parents	Full assessment couldn't be completed due to school closures. However, accelerated progress was evident. In year 6, 17% of children made accelerated progress in reading from Autumn term to spring term, and 75% of pupils made expected progress.	Impact is challenging to measure due to school closures. The curriculum has been developed and all knowledge organisers are mapped and include key vocabulary. Knowledge organisers are shared with parents/carers and key vocabulary is tracked. Distributing knowledge organisers - set strategy needs to be in place - uploaded to website and signposted to parents for continued engagement - sent directly to pupil premium parents/carers.	£25,500

B. Improved outcomes in reading and reading comprehension	Reading planning refined with emphasis on comprehension and discussion. Specific timetabled reading sessions for children not meeting expected levels in reading	Full assessment couldn't be completed due to school closures. However, accelerated progress was evident. In year 6, 17% of children made accelerated progress in reading from Autumn term to spring term, and 75% of pupils made expected progress.	Accelerated Reader and Ashley Booth purchased for KS2 in March (impact not yet monitored due to school closures). Whole class reading introduced in September 2020. Reading tracked and assessed more stringently. Impact will be monitored closely this year, using INSIGHT and in class tracking.	£4,000
B. Quality teaching for all - lesson observations	Maintaining small class sizes. Deputy Head Teacher role as NQT mentor, and lead of teaching and learning across the school	Full impact was difficult to measure due to school closures. This will need to continue to be monitored closely by the deputy head.	Two very strong NQTs passed their NQT year successfully. A proportion of NQT time was given to home learning and covering a range of different year groups during school closures. Deputy Head led learning walks and observations. Deputy Head led appraisals and observations of all teaching assistants and identified targets and areas for development and training requirements. Online training took place during school closures for all support staff; including Makaton, Teaching and Learning at Home, Learning How to Learn. These were courses led by the Open University. We endeavour to keep class sizes small.	£8,500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B. Accelerated progress in reading for children not meeting age-related expectations. Phonic screen pass score in line or better than national average for year 1 pupils.	Booster reading sessions with Teaching Assistants and Teachers	Year 1 and 2 Phonic screen did not take place due to school closures.	Additional reading and booster groups continuing. Gaps have been identified with low 'baseline' Phonic screen assessment scores in Year 1 (September). Pupil Premium children targeted for daily 1:1 reading and this is tracked and monitored by class teachers/teaching assistants and the Deputy Head.	£4,000

A, B, E Rapid progress towards individual learning targets	Monitoring of interventions, including those with SEND and My Plans	At the March 2020 review 63% of children met 50% of their My Plan targets or more. 43% of children in receipt of Pupil Premium are on the SEND register.	My Plan cycle reviews are monitored 4 x yearly, and shared with parents/carers. We are carefully tracking the link between children in receipt of the PPG and also those who have an identified SEND need. My Plans were reviewed in March during school closures. Teachers rang all children weekly and children with EHCPs were phoned directly by the school SENDCo.	£10,000
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A & B Children in receipt of PP will achieve the same standard as non-PP children in reading, writing and maths	Termly tracking of progress and attainment in reading writing and maths for children in receipt of pupil premium and plan responsively to meet their needs	In March assessment year 6 pupils achieved the following in reading, writing and maths: Reading: 58% achieved expected level and greater depth Writing: 75% achieved expected level and greater depth Maths: 51% achieved expected level and greater depth	The full academic cycle of assessment tracking did not take place due to school closures. More in-depth tracking of in year attainment and progress did begin to build a picture of where more support needs to be targeted by teachers and teaching assistants.	£2,500
C. Improved resilience and motivation and higher rates of PP children participating in extra-curricular activities	Monitoring attendance of extra-curricular activities, such as after school clubs - targeting children in receipt of pupil premium	55% of children in receipt of Pupil Premium attended extra-curricular clubs.	The full academic year did not run due to school closures. The biggest uptake for clubs is 'Dance Umbrella' which unfortunately did not take place due to Covid-19. When extra-curricular clubs can resume, pupil premium children will be targeted to attend.	£10,000
D. Improved attendance of children in receipt of pupil premium	Implementing a clear strategy on persistent absenteeism.	Spring Term 1 - attendance for Pupil Premium children was 94% - with a target of 96%.	Working closely with the CMEO will continue to identify children whose absence falls below 95%. Discussing actions with CMEO and ideas to tackle persistent absenteeism. Persistent absenteeism is now tracked and monitored closely by the Headteacher.	£500

<p>A, B, E. Improved engagement and support from parents to support learning at home and increased oral literacy levels of children in receipt of pupil premium across the school</p>	<p>Structured conversations with those parents who are not recording in reading records or attending parent/teacher consultations. REAL and REAM interventions targeted at children in receipt of pupil premium. Regular invitations into school to curriculum events and presentations.</p>	<p>100% of parent/carers took part in parent teacher consultations - with active targeting of parents/carers who didn't attend (contacted via telephone).  REAL and REAM continued in nursery, but impact was not measurable due to school closures this term.</p>	<p>During school closures, the school made provision to contact all children via telephone, weekly. Those children with EHCPs or on a Child Protection Plan were contacted via telephone twice weekly (all children with EHCPs are in receipt of PP). Home visits also took place for children we could not regularly contact via telephone; weekly. TACs continued face to face, socially distanced, in line with government guidance. This proved to be valuable in engaging parents in their home learning provision, and indicates that there may be a need for a PSA.</p>	<p>£500</p>
<p><b>Additional Costs</b></p>	<p>£100.00 study books for Year 6</p>			